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ABSTRACT

The purpose of this publication is to furnish information on health education programs provided by the public schools in Cook County, Illinois. The booklet is divided into two parts. Material is presented from school districts representative of all geographical areas of the county on the purpose and scope of their particular health education programs. In each instance the name of a contact person is listed. In addition, a section is included of programs offered by local governmental, health, and social agencies offered to schools at little or no cost. (JD)

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HEALTH IDEA EXCHANGE ISSUES

INNOVATIVE PROGRAMS
IN COOK COUNTY
SUBURBAN PUBLIC SCHOOLS

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Educational Service Region
of Cook County

Richard J. Martwick, Superintendent

SP012 677

February, 1978

Dear Reader,

We are pleased to present the first special edition of IDEA EXCHANGE devoted to the subject of Health Issues in Cook County Suburban Public Schools.

Health Education is not a new topic in our schools, but one which continues to receive emphasis from educators, school boards, teachers, parents and even the students themselves. We can look back to 1918 when the Seven Cardinal Principles of Education were formulated, listing Health as the first desired result of education. (Report from the Commission on the Reorganization of Secondary Education, appointed by the National Education Association.)

In 1971, the Comprehensive Health Education Act was signed into Illinois law; guidelines for implementation were adopted in 1974. This Act provides for a sequential K-12 health education program in Illinois public schools, emphasizing 12 components of education: Consumer Health Education; Dental Health Education; Drug Use and Abuse, Alcohol; Human Ecology and Health; Human Growth and Development; Mental Health and Illness; Nutrition; Personal Health; Prevention and Control of Disease; Public and Environmental Health; Safety Education and Disaster Survival, and Smoking and Disease.

This booklet is divided into two parts. First, we present material from school districts representative of all geographical areas of the County on the purpose and scope of their particular programs. Some districts submitted material describing their entire Health Education program; others opted to describe only one aspect of their program. In each instance, we list a contact person for each program, should you wish additional information. We are also including a section of programs offered by local governmental, health and social agencies offered to schools at little or no cost. These agencies are representative of the dozens of agencies servicing our metropolitan area; we hope that those listed here will be of particular interest to you.

We all agree that the time to discuss drug addiction, excessive smoking, improper nutritional concerns, promiscuous sexual behavior and environmental problems are before, not after, they occur. Preventive education thus becomes a must for implementing sound health practices. The intent of this document is to point out what can be done and what is being done in various representative areas of our County to combat this growing concern.

The editors of IDEA EXCHANGE would like to thank those districts and agencies for their contributions to this special edition, and to the many people who offered their suggestions and help in developing this document.

The purpose of IDEA EXCHANGE remains constant--to share the concept, implementation and evaluation of innovative educational programs. We hope that through this sharing, we will continue to work together for the development of quality programs for our school children.

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HEALTH - EDUCATION FOR LIVING

Palatine Elementary School District 15

Contact: Mrs. Mylrae Rundle, Division Director for Elementary Studies, 358-4400

Health Education in District 15 is a sophisticated program to help all children develop good health habits for daily living. The health education curriculum is designed to help students relate health knowledge to personal experiences at all age levels.

Children learn about the structure and functions of systems of the human body through a variety of plastic models and experiments. They take numerous field trips and frequently have community health persons visit their classes to explain their jobs and various aspects of health. Several classes in the district also have a dental hygienist demonstrate proper dental care.

In addition, the students learn good nutrition habits and plan and discuss the importance of a balanced diet for growth and health.

Safety instruction is also an integral part of the health education program. Children learn about possible accident hazards and how to avoid them, as well as what to do when an accident occurs. Each child becomes aware of the importance of the work of traffic-safety helpers.

Environmental health is another aspect of the total health curriculum. Information concerning factors in a person's surroundings that can affect total health, such as cleanliness and orderliness, is presented and discussed. Students develop an awareness that children as well as adults have a responsibility for keeping the environment clean and healthful. Junior high students study internal and external environmental effects on the human body. Many aspects of the guidance program and the drug education program are parts of this area of study.

Young adults learn about communicable diseases, their causes, their symptoms, and available inoculations.

In the junior high science program, they learn that a leg of lamb is a source of protein and it also serves as a model in the study of muscles and bones.

Other areas of health instruction at the junior high include the measurement of energy available from various food sources, the study of the circulatory system and investigation of the senses of hearing, seeing and touching.

Frog dissection serves as a starting point for studying the structure and function of various systems of the human body such as the endrocrine, excretory and nervous systems.

ESTABLISHING A COMPREHENSIVE HEALTH PROGRAM

Schaumburg Elementary School District 54
Contact: Larry Small, Science Consultant, 885-6678

At Schaumburg Elementary School District 54, a comprehensive health education program is being developed based on a five-year plan.

The first phase of this project began during the summer of 1977. A team of twenty teachers met for two days to review the district's present health offerings, to "map out" a comprehensive program, and to outline additional health units needed at each grade level.

The second phase of the project began this past summer. Six kindergarten teachers, four 4th grade teachers and eight 7th and 8th grade teachers met for four weeks to write specific health units for their respective grade levels.

The units were designed to emphasize high interest "hands on" activities that enable children to explore specific areas of health. The results included a kindergarten unit titled Soup to Nuts (Nutrition), a fourth grade unit titled Brine Shrimp and Our Environment (Environmental Health), and two 9 week junior high school health courses, one in 7th and one in 8th grade.

The third phase is to have each unit taught in ten or more classrooms during the 1977-78 school year on a trial basis. Suggestions from these teachers will be used next summer (phase four) when a revision of each unit will be written for another trial testing during the 1978-79 school year.

It is planned that the final adoption phase will be in the spring of 1979, when the units are presented to the Board of Education for a 1979-80 adoption.

This brief description of Schaumburg's Health Education Project describes only four grade levels. Next summer (1978), 2nd grade and 5th grade units will be written and the following summer 1st, 3rd and 6th grade units will be designed. All materials will be trial-tested and implemented similar to this summer's health units. The results, hopefully, will be a meaningful and valuable health education curriculum in Schaumburg School District 54.

District 54's Philosophy and Rationale of Health Education:

For Health Education to be effective today, it must take place in an environment where the emphasis is on learning and not on teaching; where students, actively involved in the learning process, can, with the guidance of a facilitator, gain the knowledge, attitudes, and behavior that will enable them to make critical judgements regarding the totality of their being, and in so doing awaken a greater respect for life, and the healthy development of soceity itself.

District 54's
Health Education Program Goals

1. The student will gain positive feelings about himself and others.

2. The student will gain the knowledge and skills needed to attain the physical and mental health for himself and others.

3. The student will be able to make decisions and act in ways which contribute to good personal and community health.

4. The student will have a basic knowledge of human growth and development.

5. The student will become aware of skills relative to safe living, accident prevention and emergency care.

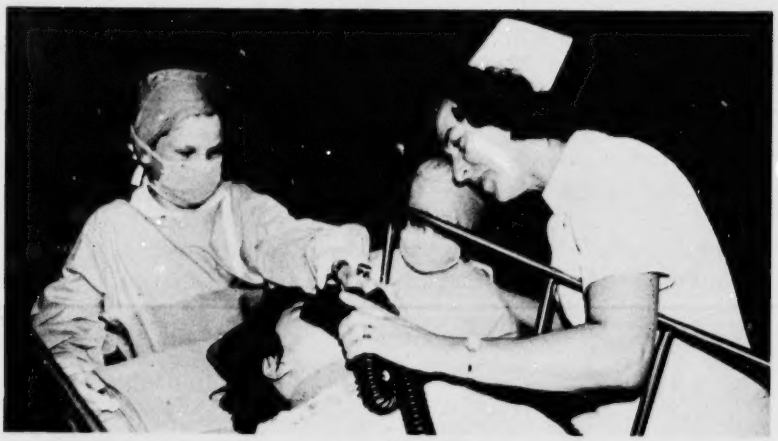
6. The student will understand the purposes served the family in providing psychological security to its members and the reasons that families have been the basic unit of living in most societies.

7. The student will recognize the major local, national and global health problems and some of the ways in which they might be solved.

8. The student will become familiar with, and will be able to evaluate, and use materials and services provided by individuals and organizations dedicated to solving health problems.

9. The student will become knowledgeable about vocational opportunities in health and allied fields.

PEDIATRIC ORIENTATION PROGRAM
East Maine (Niles) Elementary School District 63
Contact: Mrs. Lenore Page, Assistant Superintendent for Instruction, 299-1900
Contact: James McQuade, Director of Public Relations & Development, Holy Family Hospital, 297-1800



Under the direction of a Holy Family Hospital staff nurse, Melzer School students are playing the roles of doctors and patients during the Pediatric Orientation Program.

With the cooperation of East Maine School District 63, Des Plaines, Holy Family Hospital launched its "Pediatric Orientation Program." The program is geared to familiarize first graders with hospital facilities and hospital procedures.

During the program's initial session, forty-two Melzer School first graders with their principal and teachers spent an hour and a half learning that a hospital is basically a place of helpful and friendly people and not to be viewed as a place to fear.

In a setting simulating a hospital room, children were selected to don hospital garb and take the parts of a patient, a doctor, a nurse, a father and a mother. As hospital personnel provided explanations in readily understandable terminology, the children role-played admission procedures, nursing care, laboratory and x-ray tests and surgery preparation. The experience of seeing classmates dressed in hospital garb, riding in wheelchairs, undergoing "pretend" tests and surgery, hopefully reduced their apprehension, should a future hospital visit become necessary.

At the program's conclusion, each child received a certificate stating he or she had completed the "Pediatric Orientation Program." The children also received souvenir kits of sample hospital items as a remembrance of their visit.

The "Pediatric Orientation Program" is being conducted during the 1977-78 school year on Monday afternoons.

HEALTH EDUCATION PROGRAM
Riverside Elementary School District 96
Contact: Ruth Wunder, R.N., M.S., School District Nurse and Coordinator of Health Education, 447-5007

Riverside Public Schools are committed to their health education curriculum as a vital area of learning for the total education of its students. The district feels the health programs must be tailored to meet the needs of the students they serve--the program must be current, and school health services and school health education should go hand-in-hand.

With this basic philosophy in mind, a curriculum guide, Helping Young People Grow Up, was developed several years ago. The guide was developed by a committee comprised of teachers and citizens in District 96. Administrators and the school nurse also made significant contributions. The guide is a comprehensive K-8 program covering ecology and health, human growth and development, prevention and control of disease, public health, environmental health, consumer health, safety education, disaster survival, mental health and illness, personal health habits, drug and substance abuse, alcohol and tobacco, nutrition, and dental health. Its purpose is to help teachers provide their students, through sequential learning, with the knowledge and attitudes that promote positive mental and physical health throughout their lives while enhancing the quality of their lives.

If health education is to be meaningful and well taught, teachers must be enthusiastic about the program and parents must support it. During the development of the guide, a series of five parent education programs were held within the district. These dealt primarily with the family living section of the health guide. The programs, "What Your Child Always Wanted to Know About Sex but You Were Afraid to Tell Him" examined family living from a religious (panel of clergymen), sociological (University of Illinois sociologist and counselor) and medical perspective. They attempted to give parents additional background information so that they could more effectively evaluate the family living program as it was to be taught in the district. No students were permitted to attend these "adults only" sessions. The parents' programs were well attended and enthusiastically received.

Five after school in-service programs were held for teachers to help them utilize the guide, and grade level meetings were held for each grade K-5. Some of the teachers took the course given by the American Heart Association and used materials from the guide the Heart Association developed.

- more -

Everyone was involved. The librarian carefully examined the guide, and materials for teachers to use were made available by them either at their own school or within the district so that all schools would have access to them. There was an on-going evaluation of new health education materials, and the school nurse acted as coordinator of health education. From her vantage point in overseeing all the schools, she could make recommendations about the health needs of Riverside students.

This year, the April in-service program will deal with diabetes and epilepsy, seeking to inform teachers not only about dealing with the students who have these problems, but helping them understand diabetes and epilepsy so they can educate their students about these problems with understanding and compassion.

Another successful program was tried last year at Central School in Riverside. A "Mini-Medics" course was offered to an interested group of 3rd, 4th and 5th graders over a ten week period, for one hour a week. In addition to Basic First Aid, students were exposed to elementary bacteriology, contagious disease control, water treatment, the importance and schedule of immunization procedures, and community health resources. The class concluded with a visit to the local hospital. The responses of students were enthusiastic, and their reactions and evaluations will be used to modify and improve the course for next year.

The school district utilizes community resources like the Robert Crown Center, the National Dairy Council Mobile Unit, and professional parents from the community to supplement the health education units.

The district has been successful in integrating health education into other areas of the curriculum. Physical growth and development and drug education are taught in science classes and nutrition is instructed in home economics. Social studies students learn about community health agencies, state and national agencies. They learn how they are administered, how they function within the framework of government, and how to utilize their services. Man and His Environment is part of the reading, science and social studies curriculum.

The district has been successful in involving parents in health services in the schools. Each school has a PTA health chairperson, who weighs and measures children. Trained certified volunteers help with the vision and hearing screening programs, and parents have been most helpful in doing non-confidential clerical work for the student health service. The use of able volunteers frees the nurse to follow up on more pressing health concerns, consult with parents and staff, and spend time in the classroom. Last year, 100 percent of the physical examinations for kindergarten and 5th grade were returned, and immunization records for kindergarten and first grade were well above the required percentage of acceptance.

Proposed for next year are expanded health services to include scoliosis screening for the 5th - 8th grades in addition to the screening services now provided.

"GET IT DONE BY JUNE 1"
Alsip, Hazelgreen and Oak Lawn Elementary School District 126
Contact: Shirley Borhauer, R.N., 371-0220

District 126 schools have had excellent results getting physical examinations returned over the past 14 years.

On Kindergarten registration day, parents of children who will enter kindergarten have already been seen by the school nurses in early April.

The nurses have discussed any health problem the parent may have as indicated on the questionnaire, which is part of the registration packet. A physical exam form is then given to the parent with the request to get the physical completed before June 1.

Posters of Dr. Sims (Illinois Medical Society) with GET IT DONE BY JUNE 1 emblazoned with the reasons for requesting prompt compliance with this request, are displayed in the school as reminders. Flyers are distributed as further reminders.

News releases are then sent to the local newspapers complete with a picture of the school nurse holding the poster.

Parents are reminded of areas of concerns that can be corrected prior to the start of school. Vacation schedules of doctors and families, if properly planned, should not cause problems in appointments.

Fourth grade students are also given their forms in April with the same request to GET IT DONE BY JUNE 1.

This project has been very successful and no student enters school in September without a physical exam, complete with immunizations!

POSEN-ROBBINS SCHOOL HEALTH CORPORATION

Posen-Robbins Elementary School District 143½
Contact: Godfrey Cronin, Superintendent, 388-7200

Robert Wood Johnson Foundation

The Posen-Robbins School Health Corporation is a corporation which provides health care for all of the children residing in Posen-Robbins School District 143½. This does not mean that a child must attend school in the district, but that he must show proof of residence within the district. The Robert Wood Johnson Foundation of Princeton, New Jersey, agreeing that there was a lack of suitable medical services available in the district, and a need for health care, granted the money to set up the health corporation. It is the first school-based health provider in the United States. This means that a non-profit corporation provides health care for the children who reside in Posen-Robbins School District 143½.

The Posen-Robbins School Health Corporation is managed by a Board of Directors made up of community members. The corporation has a business administrator, a staff of qualified doctors, school nurse practitioners, health aides and health agents.

Facilities include clinics at Childs School in Robbins and Posen School in Posen, while administrative office spaces are located at St. Francis Hospital in Blue Island.

Clinic hours are 8:00 a.m. to 4:00 p.m., but the clinics provide care 24 hours a day. After regular hours, emergency care can be obtained at St. Francis Hospital through the Posen-Robbins School Health Corporation's pediatricians.

The Project

All children residing in the district are eligible to receive emergency care in a life threatening situation whether enrolled in the program or not. Except in the case of an emergency, when a life is at stake, a child will never be seen in the clinic for a fee without parental permission or without being enrolled in the corporation.

Children enrolled in the program do not have to be accompanied to the clinic by a parent or guardian, but parents are encouraged to come with their child if at all possible. Children may be transported to the clinic from other schools with parental permission.

The following services can be performed in the clinic: emergency first-aid care, care of acute infections and illnesses, vision and hearing screening, tests for urinary tract infections, anemia, and several other clinical laboratory tests, tests for scoliosis (curvature of the spine), immunizations, evaluation of learning disabilities, and pediatric consultation by program physicians.

As an introduction to the Posen-Robbins School Health Corporation, every child in the district was offered a free physical examination. The examination met the requirements for children entering kindergarten, first, fifth or ninth grades. If needed, immunizations are offered at the time of the physical examination for a fee.

In essence, the Posen-Robbins School Health Corporation fills the role of the family physician. If a child is enrolled in the program, the parent, the insurance company or Public Aid is billed in the same manner as they would by any other clinic or private physician.

HEALTH EDUCATION

LaGrange Highlands School District 106
Contact: Mrs. Zena-Gray Nemec, Assistant Superintendent, 246-1770

Incorporated into the Health Education and Family Living Curriculum in District 106 are scheduled visits to the Robert Crown Health Center in Hinsda . Grades 3, 5 and 7 make use of the Crown program suited to their grade level. Instructional ackground for the visit is taught prior to the visitation and follow- activities cement it into the planned curriculum.

At the fifth grade level, personnel from the Hinsdale Hospital and Sanitarium come to the school and present an anti-Smoking Demonstration. This appears to have a positive impact on the students.

The seventh and eighth grade Health curriculum centers on Family Living and First Aid.

Junior high school Drug Education is dealt with in the Science Curriculum. Elementary and intermediate Drug Education is integrated into Health, Social Studies and/or Language Arts, depending on the topic and grade level.

HEALTH EDUCATION

Oak Park and River Forest High School District 200
Contact: Betty Van Wyk, Director of Communications, 383-0700

In compliance with the state mandate for health education, Oak Park and River Forest High School District 200 began a semester health education course which all freshmen are required to take. Written by two Oak Park and River Forest High School teachers, the curriculum is designed to be a comprehensive overview of the human organism in health, disease and its relationship to the environment.

The 10 units of study are: Cells and the Organism; Mental Health; Drugs and Alcohol; Circulatory and Respiratory Systems and Smoking; Nutrition and Digestion; Sex Education and Human Relations; Communicable Diseases; Consumer Health; Environmental Health and Emergency Care.

A primary emphasis is on the development of positive attitudes and values regarding health issues. Much time is devoted to values clarification, using such techniques as rank ordering, values lines and group sessions.

Guest speakers are invited to discuss various topics with students, such as drugs, smoking and disease. Films on various topics spur interest and emphasis is given to class discussion on each topic.

Students are encouraged to research topics of special interest. This multi-technique instruction seems to increase enthusiasm on the part of students.

INTER-AGENCY COOPERATION FOR HEALTH SERVICES

Oak Park and River Forest High School District 200
Contact: Betty Van Wyk, Director of Communications, 383-0700

At Oak Park and River Forest High School District 200, two school nurses are really public health nurses in a unique example of cooperation between taxing bodies.

The two nurses, who are in the school each day, are technically employees of the Oak Park Public Health Department. District 200 contributes to the total cost of the school health service as does the Village of River Forest, from which about 15 percent of the student body comes. However, more than half of the cost is paid by the Village of Oak Park, which is a savings for School District 200.

HEALTH EDUCATION CURRICULUM

Morton High School District 201 - Cicero and Berwyn
Contact: Ken Geiger, Division Head of Physical Education and Health Services, 656-2300

Early in 1975, Morton East High School approached the Educational Council and the Curriculum Director with a proposal regarding Health Education. The proposal recommended that Health Education be taken out of the Physical Education program and offered as a major subject in the High School curriculum. This recommendation was based on the idea that Health Education is an integral part of General Education and by itself is an important entity among the subject areas of the entire school curriculum. They felt every student should have the benefit of Health instruction, comprehensive and sequentially arranged during their formative years.

With the implementation of the Critical Health Problems and Comprehensive Health Education Act, which led to the expansion of the required Health curriculum, it became extremely difficult to continue the high standard of instruction in Health Education within the realm of Physical Education.

Furthermore, not all physical education teachers were well prepared to teach Health. Health Education is best taught by specialists or teachers who have a special interest in the subject. At Morton, each teacher's credentials were evaluated. Those staff members not fully qualified to teach Health Education were notified of their deficiencies and could elect to meet the requirements in order to be considered for Health Education classes.

Health Education is offered on a semester basis to sophomore students. It is offered both semesters, and the Registrar attempts to schedule the older sophomores during the first semester of each year. Since individual instruction is particularly relevant to this subject, class size is maintained at a level that will provide adequate opportunities for interaction among students and between students and teachers.

Health Education is required for graduation and those who fail this course must attend summer school classes. Students receive a grade for Health and one-half a Carnegie Unit of credit. The District maintains records in comprehensive Health Education as required by the legislation. This course is scheduled daily and is co-educational.

To date, the district has offered Health Education in conjunction with Physical Education on a semester basis, but in September, 1978, Health Education will be a major requirement of all students, and it will be removed from the Physical Education curriculum. It will, of course, be in full compliance with the Comprehensive Health Education Act.

FIRST AID MADE FUN

Lyons Township High School District 204 - LaGrange and Western Springs
Contact: Barbara K. Johnson, Health Education Coordinator, 354-4220 x 403

One of the most exciting and fun units in the Lyons Township High School health curriculum is first aid. This is an extremely practical unit for the student. Many varied learning methods are used. One of the most successful employed is termed a teaching station approach. This approach is used at the end of the unit after students have acquired some knowledge about first aid. Students enjoy station work because it gives them a chance to role-play as a teacher (students conduct individual stations). Students spend ten minutes at each station. The teaching stations are usually conducted for two days, but can be condensed to one. By using teaching stations, it gives the classroom teacher an opportunity to circulate around the room and observe all students as well as provide individual instruction to those who need it. The individual teaching stations are described as follows. (Seven students as an average are in each group):

Description

Station 1 - Problem Solving

At this station there are several first aid problems. The first aid problems deal with such topics as: burns, drowning, fractures, etc. At the top of a worksheet, a story is told depicting a first aid problem. Listed below are steps to be taken by a first-aider. The students must then number the order as steps to be taken. The student in charge of the station goes over the answers once students have completed the worksheet. This station gives the student a chance to react with solutions to individual problems.

Station 2 - Word Scramble

The students are given a word scramble in which they are to find different first aid terms. This helps review terminology. The words have previously been discussed in the first aid unit.

Station 3 - First Aid Quiz

The instructor provides a very simple (15 multiple choice) question test to the students in this group. The test covers broad concepts in first aid. After the students take the test, papers are exchanged and graded. The student instructor then goes over the answers and explanations.

Station 4 - Mouth-to-Mouth Resuscitation and the Heimlich Maneuver

A sheet of instructions on mouth-to-mouth resuscitation, published by the American Red Cross, is an excellent guide for this assignment. Students have previously been instructed on how to do mouth-to-mouth resuscitation and the Heimlich Maneuver for the choking victim. The use of a "Resuci Annie" mannequin gives the students a chance to actually try these methods. An experienced first-aider observes and corrects individual attempts in the group.

Station 5 - Dealing with Situations

In this station, the student actually uses his first aid knowledge. Every student in the group randomly selects a problem card and then reacts to the described situation by actually performing the specific task, such as: caring for bleeding, fractures, mouth-to-mouth resuscitation. In some cases, the student is timed to see how quickly he can react. This is the true test of the first aid unit. Learning all the facts and procedures in first aid are of little value if one is unable to apply what has been learned.

SAFETY BEFORE FIRST

Maywood Elementary School District 89
Contact: Mel Swieton, Math/Science Supervisor, 681-3933 x 278

During the 1977-78 school year, School District 89 is piloting an innovative Health and Safety program for kindergarten and special education students. The program, a unique offering by United College Press of Indiana, is comprised of four student workbooks, cassette tapes and teachers' manuals. The students, through the use of the above materials, are instructed in areas of health, safety and courtesy.

Teachers involved in this program are teaching approximately one-hundred and twenty-one 20 to 30 minute lessons on the above topics. A representative lesson from this program might include a selected story dealing with a health or safety topic presented on cassette. Upon completion of this listening activity, students then work on related workbook pages in which they are asked to choose the most applicable healthful behavior and safe behavior from a number of proposed actions. The students then participate in a role-playing situation provided in the teacher's guide, which also demonstrates acceptable behavior.

The goal of the district is to develop safety conscious and health-conscious students who are aware of conduct that is expected of them during school hours and at home.

At the completion of this project, the district anticipates incorporating this program into their present kindergarten curriculum for the following school year.

HEALTH EDUCATION

Community High School District 218 - Blue Island, Oak Lawn, Palos Heights and Worth

Contact: Judi Mack, Director of Public Information, 597-6300 x 362

The key word in Community High School District 218 Health Education classrooms is RAP (Research, Analyze, Personalize). Students begin their studies through research, reading related materials and learning basic concepts vital to good health. They are then asked to analyze the meaning of their research, and, finally, to personalize it through application to their daily lives.

The emphasis in Health Education classes is placed upon a study of personal lifestyle. Through extensive use of values clarification techniques, students examine their own styles of life and the correlations between individual lifestyles and personal health.

Instructors strive to present basic concepts of health education to students in a manner which will equip them to make intelligent decisions regarding their physical, mental and social well-being both now and throughout their lifetimes. Students are not told by instructors, "You must not." Rather, they are educated about the ways actions such as smoking, drinking or failing to get proper exercise will affect their health. Equipped with this knowledge, they are then able to come to grips with the fact that as individuals, they have the power to make choices and that they themselves bear responsibility for their actions and their ultimate effects on personal health.

Health Education is prescribed by state law and is offered to Community High School District 218 students during their junior year. Successful completion of this one-semester course is a requirement for graduation.

Major aspects of the District's Health Education curriculum include the following: Valuing; Drugs and Alcohol; Circulation, Respiration and Smoking; Disease Prevention and Control; Personal Health Habits; Environmental Health; Mental Health and Personality; Family Life Education; Safety Emergency Care, and Consumer Education.

Students are prepared to assume their roles as decision makers through their work in values clarification. In their studies as they follow man's life cycle from birth to death, they perceive the shift from the parent who must make all decisions and guide the growing child, to the adult who must assume full responsibility for the course of his own life.

Personal care also is an important aspect of Health Education. In addition to studies of the care of skin, hair, nails and teeth, students learn basic first aid principles including how to aid a choking victim through use of the Heimlich maneuver and how to stop bleeding which may result from accident or injury. Taking body temperature to recognize the onset of fever and measuring heart rate and blood pressure are also studied.

In their examination of health services, students personalize their studies by taking a look into their home communities and learning about the types of health care facilities, counseling agencies, clinics and supportive services which are available to them.

Environmental factors such as air and water pollution and their effects on health, form part of this health curriculum. Students focus on the effects of the environment on their health as well as their responsibilities to control the environment and their abilities to exercise "citizen power" to affect changes in undesirable conditions.

The student as a consumer and the effects of this role on individual health are also studied. Students learn how to read labels and how to make decisions regarding the use of over-the-counter pharmaceutical products. Of special interest to girls is a focus on cosmetics---what they are made of and the effects of their use on the skin.

A complement to Health Education classes is provided in District 218's Physical Education classes. In Physical Education classes, students discover individual functional physical capacities with a focus on the physiology of exercise. These studies provide a useful correlary to health education studies in the areas of anatomy and physiology, nutrition, diet and exercise.

Even more important, Physical Education classes encourage a respect for good physical condition and stress the development of lifetime physical fitness. Having learned the benefits of regular exercise and fitness through Physical Education classes and recognizing their power to control their lifestyles through Health Education classes, students complete their studies with the ability to make the kinds of decisions which will contribute to the maintenance of good health throughout their lives.

PHYSICAL THERAPY PROGRAM

Community High School District 218 - Blue Island, Oak Lawn, Palos Heights and Worth

Contact: Judi Mack, Director of Public Information, 597-6300 x 362

Community High School District 218 has added yet another dimension to its services for students with special needs through the introduction of a physical therapy program.

In cooperation with the South Metropolitan Association for Low-Incidence Handicapped and the Eisenhower Cooperative, District 218 is providing facilities and equipment for a physical therapy program to benefit area children and young adults ages 3 through 21.

Physical therapists have spent the past several months screening individuals who might benefit from physical therapy; obtaining necessary doctors' orders for treatment, and conducting evaluations of those eligible for therapy in order to develop programs to meet each individual's particular needs.

The therapists work with individuals who may have muscular disorders, orthopedic handicaps, spinal cord injuries, scoliosis (curvature of the spine), spinabifida, juvenile rheumatoid arthritis and cerebral palsy as well as those experiencing developmental delay. Treatment schedules are developed based upon individual need and, at present, children and young adults are accepted for therapy on a priority basis.

The physical therapists who are employed by the South Metropolitan Association, are based in the Special Education Diagnostic Center, located on the first floor of District 218's Eisenhower Campus in Blue Island. Here is available office space as well as the use of rooms for therapy purposes. At present, the therapists are also using the Horace Mann School in Blue Island (District 130) and the Chippewa School in Palos Heights (District 128) as temporary bases, working from these elementary schools two afternoons per week.

Referrals for needed physical therapy are gathered through the Eisenhower Cooperative, an organization serving elementary schools and Community High School District 218, in their effort to meet the needs of the physically handicapped from ages 3 to 21. The project is being federally funded under the provisions of Public Law 94-142 which mandates provision of services for the multiply handicapped.

The physical therapist and physical therapist assistant employ a number of therapy techniques. For example, at Eisenhower Campus, the two may make use of small and large hydrotherapy tanks. The warm, swirling water of the tanks is useful in needed muscle relaxation and the buoyancy is useful in assisting some individuals with walking difficulties to learn to handle their weight. Hot and cold pack machines provide heat and cold mediums useful in relaxing spasticity. Paraffin baths provide another heat source used most commonly in relaxation of muscle tissue in the hands. Since the wax and oil mixture of the paraffin bath fits the hand tightly as a glove, the heat source is especially effective in the treatment of arthritis. All of these therapy tools are used in conjunction with exercise programs developed by the therapist and assistant to increase strength and control and with the goal of aiding each individual to function to the maximum of his or her physical ability.

ROBERT CROWN CENTER FOR HEALTH EDUCATION

21 Salt Creek Lane, Hinsdale 60521
Contact: W. Ronald Phillips, Ed.D., Director - 325-1900

The Robert Crown Center for Health Education, an acclaimed, not-for-profit teaching center is dedicated to the advancement of learning in four major fields:

General Health Education
Drug Abuse Prevention Education
Life Begins/Family Living Education
Environmental Education/Human Ecology

Designed as a learning center, sophisticated teaching aids and an outstanding staff of health educators attract thousands of school classes each year to participate in its programs. The objective of the Center is to develop in today's youth a responsible and mature attitude toward health and human sexuality. Center programs are therefore designed to encourage and re-enforce non-abusive patterns of thought and behavior. Based upon solid, factual information presented in a straightforward and sensitive manner, all instructed programs, visuals and exhibits (including Valeda, the talking glass lady) explore the wonder of the human body and its functions.

The Robert Crown Center opened its doors on January 28, 1974, in a facility which utilizes an area of 16,000 square feet and which will attract to its programs more than 125,000 learners in 1978. School children from the entire metropolitan area of Chicago, from Milwaukee, Wisconsin to Rockford, Illinois to Valparaiso, Indiana receive class instruction regularly at the Center. All classes are fully instructed by a staff of eight qualified teachers. Each day in the late afternoon, individual visitors are welcome to attend instructed programs in the various learning areas of the building.

The Center regularly teaches courses for adults and for teachers in its four areas of expertise. College credit is available through National College of Education. Several other classes in the general area of health education are taught periodically. Special programs for adult groups can be arranged with the staff at the Center.

Admission fees vary according to programs and groups. Further information may be obtained by calling 325-1900.

ORGANIZED PROGRAMS OF INSTRUCTION

General Health Education

Primary K - 1: Wednesdays only. Programs start at 9 a.m., 10 a.m., 11 a.m., 12:30 p.m. and 1:30 p.m. One hour in length, programs include Valeda, the transparent talking lady, puppets, films, discussion with the staff, and exhibits. By reservation only.

Grade 2: Thursdays only. Entitled Healthland, the program deals with care and function of the eye, ear, nose and teeth; safety; story telling; and basic health rules. One hour in length, programs begin at 9:15 a.m., 11 a.m. and 12:45 p.m. By reservation only.

Grade 3: Designed to stress nutrition, digestion, structural body systems and getting along together. The program also includes Valeda and a selected film. Programs begin at 9:15 a.m., 11 a.m. and 12:45 p.m. By reservation only.

Grades 4-6, 7-8, 9-12: Instruction is adapted to the level of the individual class. The brain, senses, cells, heart, and circulation are stressed. Programs begin at 9:15 a.m., 11 a.m. and 12:45 p.m. By reservation only.

Life Begins/Family Living

Grades 5, 6-8, 9-12: Sex education geared to age and level of class. The miracle of reproduction is approached in a sensitive and natural way. Programs deal with physical, emotional and social growth and development. Programs begin at 9:15 a.m., 11 a.m. and 12:45 p.m. By reservation only.

Drug Abuse Preventive Education

Grades 4-6, 7-8, 9-12: Designated by the State of Illinois as its model Drug Education Program and planned to motivate young people to refrain from experimentation. Unique and thorough evaluation. Programs begin at 9:15 a.m., 11 a.m., and 12:45 p.m. By reservation only.

Environmental Education/Human Ecology

Grades 4-6, 7-8, 9-12: Programs created especially to help students understand the complex inter-relationships of all living things with each other and with their non-living environment. Issues and possible solutions to environmental problems are examined along with "trade-offs" and their economic and social consequences. Programs begin at 9:15 a.m., 11 a.m. and 12:45 p.m. By reservation only.

THE MILK FOUNDATION, INC.
150 North Wacker Drive, Suite 1234, Chicago 60606
Contact: Sue Leason, R.D., 641-0895

Nutrition is a popular topic today. Often in the news, people are becoming aware of the effect of nutrition on their health. The Milk Foundation, a non-profit organization supported by the dairy industry, tries to encourage this interest and promote the dissemination of reliable nutrition information. The Milk Foundation staff of nutritionists do so by presenting nutrition education programs to schools, community groups, and professional organizations.

The Milk Foundation makes available nutrition education kits and sponsors teacher workshops to better enable the schools to include nutrition in the curriculum. These programs include the use of nutrition labeling, dental health and nutrition, and nutrition topics for pre-schoolers and teens.

Currently receiving attention by school administrators is a new program entitled: "FOOD...Your Choice." This program was developed for classes K through 12 to teach nutrition in a sequential manner, similar to science or mathematics. Schools are turning to its well-organized and activity oriented approach to nutrition. Teachers particularly appreciate the pre-planned lesson procedures, outside resource listings, and readily available materials. It is now being implemented in many Chicago and suburban schools.

Outside the classroom, children are able to visit the Milk Foundation mobile unit to discover the processing of milk from cow to dairy and grocery. The Milk Foundation also maintains the Dairy Barn in Lincoln Park's Farm in the Zoo which familiarizes urban children with milk production.

Not only children benefit from nutrition education. The Milk Foundation nutrition staff works with a variety of community organizations and social agencies in order to promote good nutrition practices. Programs range from prenatal classes and child care centers to senior citizen groups. Topics include weight control, infant and child nutrition, budget meal planning, and food preparation. Programs are also provided in Spanish and Spanish materials are available.

Within the health care field, the Milk Foundation presents nutrition education programs to dentists, physicians, nurses, nutritionists, and other professionals. In addition, materials and information on current nutrition topics are provided which aid in maintaining the most up-to-date knowledge.

CHICAGO LUNG ASSOCIATION

1440 West Washington Blvd., Chicago 60607
Contact: Marta J. Goodrich, School Health Consultant, Smoking Education, 243-2000 x 40

In an effort to reduce the increase in teenage smoking, the Chicago Lung Association is concentrating on early prevention through education. The Lung Association offers films for K-12 classrooms dealing with smoking and its effects. "Octopuff in Kumquat" is a film available for pre-school through 3rd grade. This film projects a strong anti-smoking concept with the use of an animated smoking monster. Accompanying the film is a teaching guide which helps to emphasize the hazardous effects of smoking in particular and air pollution in general.

For junior high and high school students, "Smoking: A New Focus" is available. This dramatic and entertaining film examines the problem from a medical and sociological viewpoint in order to understand how the smoking myth evolved. These and many other films are available free of charge to teachers for classroom use.

The Respiratory System and Smoking Curriculum, a complete teaching guide, is also available at the Chicago Lung Association for a minimal fee. This curriculum is designed for grades 5-12 and is an excellent resource book for all levels. Within the book are valuable materials that include eleven chapters on smoking and the respiratory system, discussion questions for each chapter, full color transparencies and tear-off duplicating masters.

ILLINOIS INTERAGENCY COUNCIL ON SMOKING AND DISEASE

20 North Wacker Drive, Room 1240, Chicago 60606
Contact: Marjorie Molyneaux, Executive Director - 346-4675

The Illinois Interagency Council on Smoking and Disease is an association of twenty-three health and educational agencies concerned with the problem of tobacco and its harmful effects. Through its member agencies, it works to:

1. Increase public awareness of the health hazards of tobacco.
2. Stimulate public interest, statewide and local action programs, including legislation, on tobacco use.
3. Join the resources and energies of many organizations in a single goal of controlling the #1 national preventable health problem: smoking.
4. Provide a cooperative force to inform the public regarding the harmful effects of tobacco use, especially cigarette smoking.

Each year the Council holds the Annual Dr. Harold Levine Youth Conference on Smoking. The purpose of this conference is to bring to students and their teachers the latest medical information on smoking. The Council hopes that through the conference, students who have started to smoke will stop, and those that haven't will not start. In addition, it is hoped that conference participants will conduct programs in their own schools using the information they learned from the conference.

The Council and its member agencies will furnish materials on smoking to any school that requests them, such as: posters, pamphlets, brochures, films, etc.

AMERICAN CANCER SOCIETY, ILLINOIS DIVISION, INC.

37 South Wabash Avenue, Chicago 60603
Contact: Aaron Spitzer, Director, Public Education - 372-0471

Every high school and junior high school can start a Teens Against Cancer program to train students how to teach and conduct education programs at their own levels as well as for the elementary schools. In addition, each school could conduct education programs to help prevent cancers and other diseases as well as promote earlier detection of abnormalities when they are most treatable.

The American Cancer Society, through its local units, is available to every school to conduct in-service training programs, orientation, training of students and speakers on programs where needed. It will also provide educational materials, literature, posters, exhibits, films, filmstrips, slides, teaching guides and other audio-visual aids. Teaching units are also available for every grade level, kindergarten through college.

The American Cancer Society will also assist in putting on "I QUIT SMOKING" Clinics for students and teachers at any school, day or evening. In 1978, the Society is embarking on a new program aimed at teenagers called "Smoking Stinks." This includes buttons, posters, iron-ons, newspaper fill-ins, film spots, radio spots, exhibits and other materials to promote a very effective teaching program. This program is particularly aimed at student councils, special clubs and groups, and may also be carried out in special activities such as: public speaking, art, drama as well as for cheerleaders, future teachers and other interested groups.

All of these services may be obtained at no charge by contacting your local unit of the American Cancer Society, or by calling 372-0471. Requests can be made for free film brochures and posters for every classroom in each school.

ILLINOIS DEPARTMENT OF PUBLIC HEALTH
HEARING CONSERVATION PROGRAM

535 West Jefferson, Springfield 62761
Contact: Michael R. Larson, M.S., Training Supervisor - 217/782-4733

The Hearing Conservation Program of the Illinois Department of Public Health is currently sponsoring regional audiometry training courses. The primary objective of these courses will be to provide training and certification to those individuals who are actively involved in a hearing screening program. Enrollment in each training course will be limited to a minimum of 15 and a maximum of 30 trainees. Individuals accepted for training will be required to attend all three portions of the training course. Applicants should apply only for training courses nearest their residence. The Hearing Screening Training Course has been approved for 35 contact hours by the Illinois Nurses' Assn.

Upcoming dates in our metropolitan area are:

Location	Lecture Dates	Practicum Dates	Follow-Up Dates
Homewood	March 6-10, 1978	March 16-17, 1978	March 31, 1978

COOK COUNTY DEPARTMENT OF PUBLIC HEALTH
V.D. EDUCATION

1500 South Maybrook Drive, Maywood 60153
Contact: Irene A. Fahey, M.P.H., Chief, Division of Education and Information, 865-6111

The Cook County Department of Public Health sponsors a number of treatment facilities for sexually transmitted diseases, more commonly known as venereal disease. Treatment is free, and all information is kept strictly confidential.

Suburban Cook County

Maywood-Proviso Health Center (West) 2151 West Madison Street Bellwood 60104 865-6133	Wed. 5:30 - 7:30 p.m.
St. James Hospital (South) Intersection: Rts. 1 & 30 Chicago Heights 60411 865-6133	Tues. & Thurs. 5:30 - 7:30 p.m.
Evanston Health Department (North) 1806 Maple Avenue Evanston 60201 328-2100	Tues. & Fri. 2:30 - 5:30 p.m.
Westlake Hospital (West) 1225 West Superior Street Melrose Park 60160 865-5133	Mon. 4:30 - 6:30 p.m.
Harvey V.D. Clinic (South) 112 East 154th Street Harvey 60426 865-6133	Wed. 5:30 - 7:30 p.m.

For neighborhood clinics available through the Chicago Department of Health, call 842-0222 for times and locations.

Health clinics for the treatment of venereal disease in neighboring counties:

Lake County

Lake County Health Clinics 2400 Belvidere Avenue Waukegan 60085 689-6520	Mon. & Fri. 9:00 a.m. - 12 noon

DuPage County

DuPage County Health Department 111 North County Farm Road Wheaton 60187 682-7575	Mon. & Wed. 3:30 - 7:00 p.m. Fri. 4:00 - 6:00 p.m.